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ABSTRACT

Designed to provide information about the College Assistance Migrant Program (CAMP) which was started in 1972, this study describes the opportunities, encouragement, and support which migrant and seasonal farmworker youth in pursuit of an education at Adams State College in Alamosa, Colorado, receive. The study details student recruitment methods, the role of CAMP in student retention, methods used to combat attrition, identification of student needs, statistics on families of students, present and future needs of farmworkers, geographic and ethnic origins of students, program funding, and statistics on CAMP graduates, and includes biographical sketches of present and former staff members and former students. Purposes of the study are to: (1) describe the educational support needed by many minority farmworker students for success in a post-secondary educational environment; (2) provide policy makers with information that will assist them in determining future objectives of the program; (3) enlighten the public about the program and stimulate public support; (4) provide insight into alternatives that contribute to student development and retention; and (5) provide program personnel with information which may be instrumental in enhancing program operation. (CM)

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MIGRANT and SEASONAL FARMWORKER YOUTH: *A Challenging Resource of the Future . . .*

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COLLEGE ASSISTANCE MIGRANT PROGRAM
AN EIGHT-YEAR STUDY
FALL 1980

RC 012751

This Project is Dedicated to The Migrant and Seasonal Farmworker . . .

An ALMA Publication

Adams State College
ALAMOSA, COLORADO 81102

Gratitude for support and assistance is expressed to:

THE EDUCATION COMMISSION OF STATES
Interstate Migrant Education Task Force
Secondary-Post Secondary Linkage Project

Migrant Education

HARVEST OF HOPE

COSECHA DE ESPERANZA

AND FINALLY, amid the mire and myriad of performance standards, program guidelines, and funding levels, there are the migrant and seasonal farmworkers, the proud people whose will to survive is very much a part of our national legacy, an echo from within the heart of the American conscience. Let us then, as migrant programs, dedicate our efforts to that elusive better day when farmworkers receive a fair share of the wealth which they help to reap, but which they have never quite learned to expect. As a people, we need to show compassion, not because we can afford to or because we are morally compelled, but because, as fellow human beings, we must respect that spark of human dignity that glows ever so intently from the soul of the farmworker and simply refuses to die.

An Eight-Year Study

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ALMA - An Eight Year Study

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The Study

"ALMA - An Eight Year Study" provides information about the College Assistance Migrant Program's eight-year task that has afforded opportunity, encouragement, and support to migrant and seasonal farmworker youth in pursuit of an education at Adams State College, Alamosa, Colorado.

One purpose of the study is to familiarize interested sources with the educational support that many minority farmworker students need in order to succeed in a post-secondary educational environment.

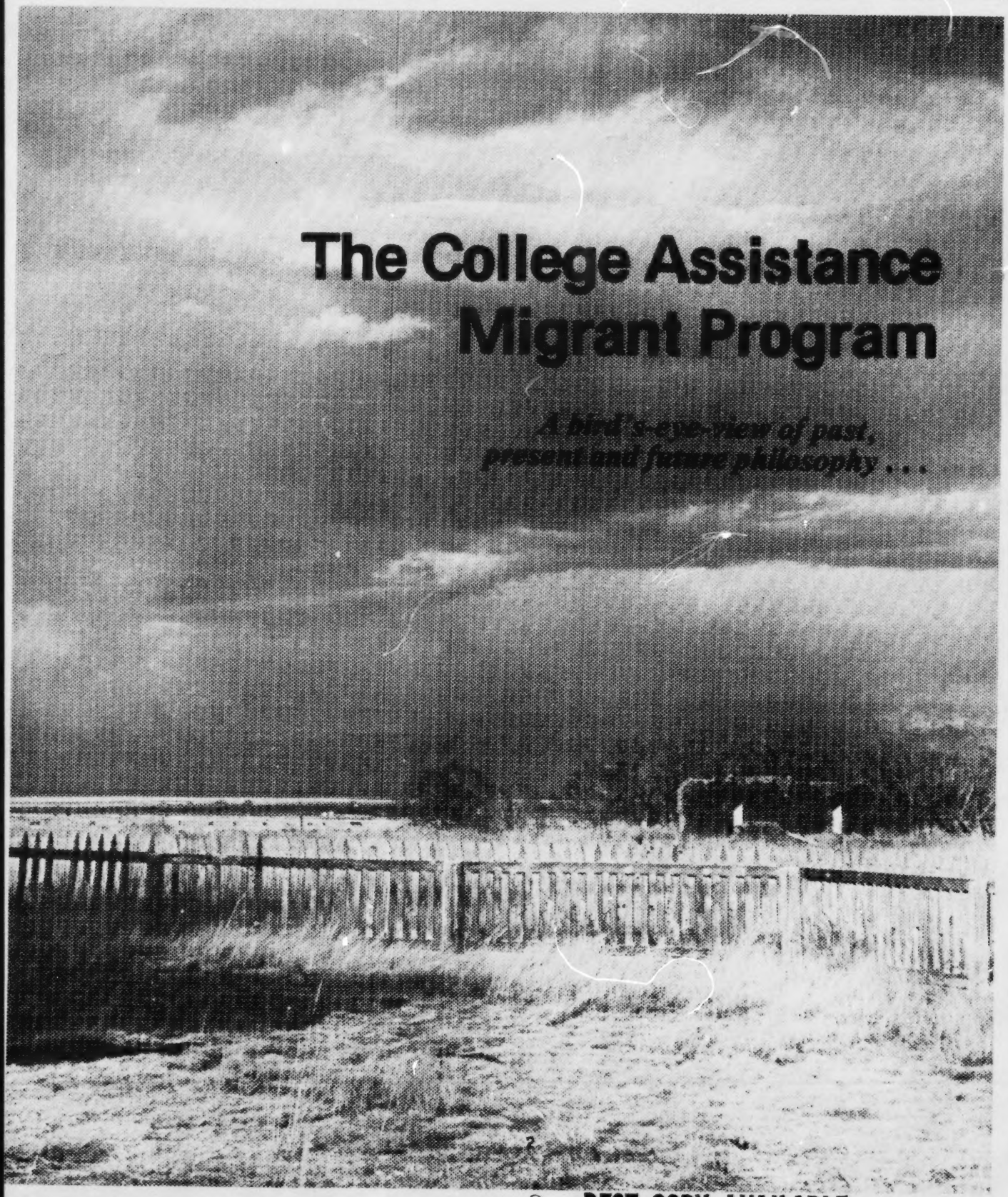
Another purpose is to provide pertinent information to policy makers that will assist in formulating meaningful decisions when determining the future objectives of the program.

A third is to enlighten the public about the goals of the program, its philosophy and the results that have been achieved during the period, and as a result of these, to stimulate public support from that segment not directly involved.

The fourth purpose is to provide insight to interested sources about alternatives that contribute positively to student development and retention.

Finally, we hope to provide practical information to program personnel which may be instrumental in enhancing the operations of the program.

The data presented by the producer is that generated over the life of the program. The presentational format and conclusions derived as a result of program research are his responsibility, but the opinions expressed are a consensus of feeling of C-A-M-P staff based on extensive involvement in the operations of the program. Material in this report may be reproduced fully or partially without permission.



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For the College Assistance Migrant Program, Project ALMA, at Adams State College in Alamosa, Colorado, the *Cosecha de Esperanza* (Harvest of Hope) began with the initial one-hundred students that were recruited for the Fall of 1972.

Every year since that date the program has afforded opportunities for college involvement to scores of migrant and seasonal farmworkers. It has labored to ameliorate the probabilities of failure by virtue of the support provided by program expertise that assists students in overcoming problems encountered in a post-secondary setting.

Today, the composition of the program has evolved into a refined, practical tool that is a measure of the staff skills that provide a balanced, effective mixture of support in the areas of academics, counseling, career development, and placement assistance. This helps C-A-M-P students perform effectively in a situation that is not usually conducive to promoting success for minority students from farmworker backgrounds.

. . . changes in traditional farmlabor situation demand career alternatives for farmworker youth.

The program is a strong advocate of farmworker needs in the field of education. The constant changes in the social and technological structure of a traditional farmlabor situation necessitate a stronger effort to expose farmworker youth to alternative career opportunities. This need may be met by employing the educational services of post-secondary institutions as one instrument for addressing the aspirations of these youth in quest of a more rewarding future.

"There are no longer 200 students out there to recruit at any cost."

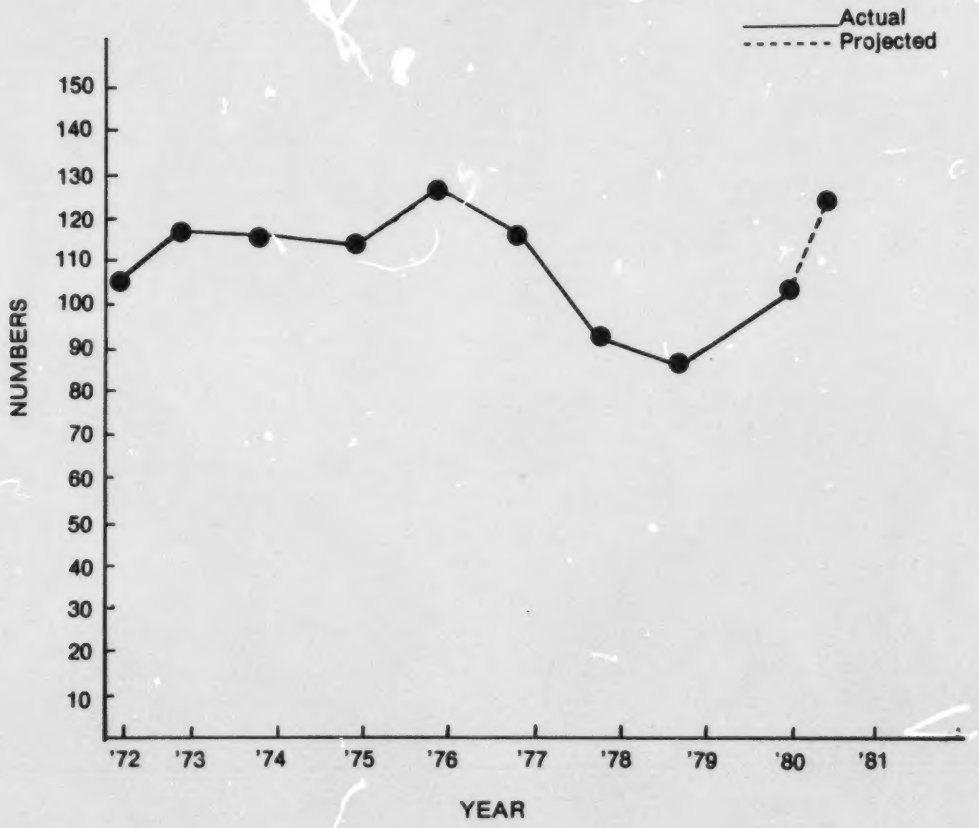
In an era of declining enrollment, the C-A-M-P program for a time mirrored the enrollment problem that prevails nationwide. An organized effort in recruitment now reflects opposite results to the norm, demonstrating that while college enrollment decreases, C-A-M-P recruitment increases.

As a serious situation is created by declining enrollment, it seems that smaller institutions may be the greatest to benefit from implementation of aggressive programs to recruit and retain minority students since declining interest in education is not true of farmworkers as indicated by enrollment data of the College Assistance Migrant Program, Table I.

In a 1978 article, "Minorities at Different Educational Transition Points," James W. Henson and Alexander W. Astin indicate that increased involvement of blacks in the educational process will ultimately increase the number of black students acquiring professional training and advanced degrees.

The study by Henson and Astin is supported by C-A-M-P research of enrollment data over a seventeen-year period at Adams State College. During a 10-year period from 1963 to 1972, Spanish surnamed graduates from Adams State College averaged 44 students per year. (Spanish surnamed students compose over 90% of C-A-M-P students.) Since 1976, four years following the initial C-A-M-P recruitment effort of farmworker youth, Adams State

Table I
C-A-M-P Recruitment
Eight Year Enrollment Program



College has graduated a yearly average of 57 Spanish surnamed students. This represents a 30 percent increase.

The recruitment of farmworker students by C-A-M-P has been rigidly controlled by government regulations in the past. Only the most seriously disadvantaged youth have been eligible for these supportive services. Many ineligible farmworker background students, however, are confronted with the same handicap and these may be just a step or two removed from the guidelines.

The decade of the eighties would seem appropriately to be an era of consolidation and expansion of those measures that have proven practical in actuality. To entertain the notion that failure to address the problem of farmworker youth will cause it to evaporate is wishful thinking. Failure to capitalize on the experience and knowledge acquired by C-A-M-P at no small cost in the area of education during the last decade would be tantamount to having to repeat the process under less than favorable circumstances as explosive social pressures focus attention on the problem.

It seems more desirable to use the information that has been acquired from dealing with farmworker needs in the past than to have to relive the situation. It seems much less costly in social terms, and it certainly seems much less costly in terms of dollars-and-cents.

C-A-M-P Retention Rate

Student retention rates for the last eight years for CAMP students averages 86.6 percent, as illustrated in Table II. The study reveals a difference of 1.3 percent between the first and second four-year period. The CAMP retention rate is well above the national average, which is 70 percent for freshmen students. The national average has remained constant for the last 30 years.

These figures are interesting in that national statistics show the Mexican-American, or Chicano, as the least tenacious about staying in school with the Jewish student considered the most tenacious.

...the study reveals a difference of 1.3 percent in retention rate between the first four years and the second four years.

In light of the decline in students for most post-secondary schools, it would seem that there is much to be gained by an institution who holds on to as many of its freshmen students as it is able to do so. Programs to retain students can be less costly than having to recruit and admit new ones.

Retention of students by colleges and universities is of major importance now that a dwindling interest in college education seems to be the norm in young people graduating from high school.

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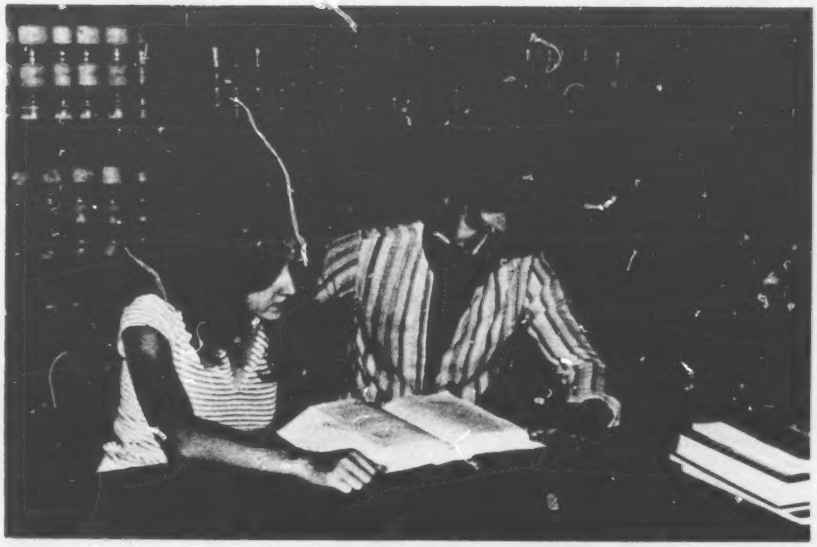


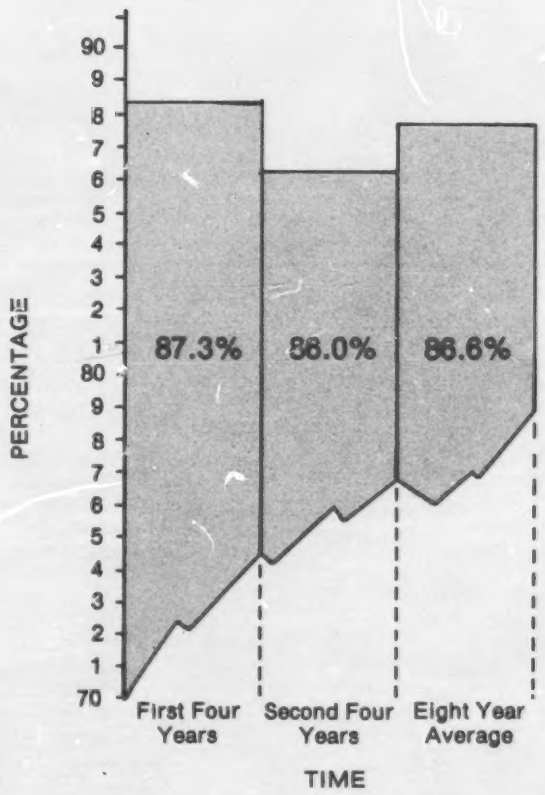
. . . CAMP retention rates above the National Average.

Kay A. Dey in the *North Central Association Quarterly* finds that many demographic variables are not related to student dropout; however, a factor she identifies as having a definite relationship is family and peer support, on which Chicanos, by tradition, rely heavily.

Perhaps therein lies the effective role that CAMP plays in the retention of students. The program fills the void that has been created by uprooting the farmworker student from his natural surroundings and transplanting him into a new environment. The "family" role that CAMP assumes fills the needs of the Mexican-American farmworker student who is nurtured by counseling, academic advisement, tutorial assistance, reinforcement of basic college academic skills, and exposure to placement possibilities for the future.

It is not surprising, then, that CAMP produces with non-traditional students results contrary to the national retention trend for traditional college freshmen.

Table II
Retention Rate



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Attrition: A Practical Approach

Kay A. Dey

Certain portions from Dey's observations offer striking similarity to C-A-M-P's standard procedure in retaining farmworker students. The observations offer unique case-in-point for the college assistance migrant program that has generated an 86% retention rate for freshmen students for the last eight years.

. . . "To meet the challenge of decline, institutions have been concentrating on costly recruitment practices and distant continuing educational programs. Instead, retaining even fifty potential dropouts annually results in 200 additional students for the four year university, yet it costs only a fraction of recruiting and orienting new students. Furthermore, income generated from 200 students can make the difference between losing or keeping one or two departments and several programs at an institution.

. . . "Statistics suggest that there are no longer 200 new students out there to be recruited at any cost. Doesn't it make sense to retain students currently enrolled?

. . . "While attrition cannot be predicted from most demographic variables, two of them correlate somewhat with dropping out.

. . . turning students away is not the answer.

. . . "The first is size of the student's graduating class. If the class were quite small it does appear that he or she may have a higher tendency toward dropping out.

. . . "The second demographic factor is the home which stresses and rewards academic work and achievement. Students encouraged, praised, and supported by family and friends are more likely to persist in college.

Table III
Source of C-A-M-P Student Financial Awards

AWARDS	PERCENTAGE
C-A-M-P	21.4
ASC GRANT	9.5
SEOG	6.0
BEOG	44.8
WORK STUDY	8.3
NDSL	5.1
VET. ADMIN.	1.4
SCHOLARSHIP	1.2
OTHER	2.3

. . . "The closer the academic and social milieu of the college match what students perceive to be their needs and goals, the more likely they are to remain. This finding argues that colleges need either to do a better job of matching students to potential institutions or else to make a more concentrated effort to find out about and tailor a program to more closely fit each student's individual needs and goals. Since we do not, indeed cannot, turn students away who do not fit our institutions, the latter approach seems more reasonable.

PRACTICAL SOLUTIONS TO ATTRITION:

"(a) Revising the advising system to assure continuous and frequent contact between faculty advisors and their advisees. A specific calendar for advisors and advisees assures a minimum amount of time together at the critical points in the year and in student's program.

. . . Financial grant by CAMP complements financial aid

. . . CAMP counsels and advises on a personal basis . . . Academic Skills are reinforced by its Academic Skills Lab . . . Development of study skills is emphasized by CAMP tutorial components.

"(b) Setting up a system whereby both formal and informal advising is evaluated and properly rewarded in those persons that have assigned advising duties.

"(c) Setting up an extensive referral network to assist students with their needs.

"(d) Setting up special programs for new freshmen to help them adapt, feel cared about, develop student skills, and eventually become integrated in our university environment.

"(e) Encouraging and providing some budgetary support for those faculty wishing to provide social contact to students in their homes.

"(f) Developing an independently supported scholarship and financial aid program.

"(g) Training advisors as professionals.

. . . CAMP Recruiting Component deals extensively with parents of farmworker student . . . Placement component exposes freshmen to job market opportunities and work experience possibilities.

"(h) Developing programs to increase parental involvement in the institution and therefore provide encouragement to the student to remain in school.

"(i) Developing an extensive career planning program to help students set goals."

Universities Begin to Identify Need for Special Programs

At its inception eight years ago, C-A-M-P recognized the need for special skill-related programs for farmworker students.

There seems little to argue about when Dey offers as a practical solution to attrition "setting up special programs for new freshmen to help them adapt, feel cared about, develop study skills, and eventually become integrated in our university environment." CAMP's Academic Skills Lab demonstrates the improvement that results when a special effort is made to meet student needs.

The efficiency of the CAMP Lab is shown in Table IV, which illustrates the results of a pre- and post-test project in the area of vocabulary development. Forty students took one form of a vocabulary test at the beginning of a semester and an alternate form of the same test at the end. The average increase in the scores of 27 students who did no work on vocabulary was 27.5 percent. In comparison, the 13 students who did work on vocabulary scored 10 percent higher for an average increase of 38 percent. In the area of reading speed, students achieved an average improvement of over 50 percent during the semester.

Table V
Gradepoint Average

1972-73	2.59
1973-74	2.41
1974-75	2.29
1975-76	2.17
1976-77	2.14
1977-78	2.23
1978-79	2.41
1979-80	2.43

AVERAGE GPA: 2.33

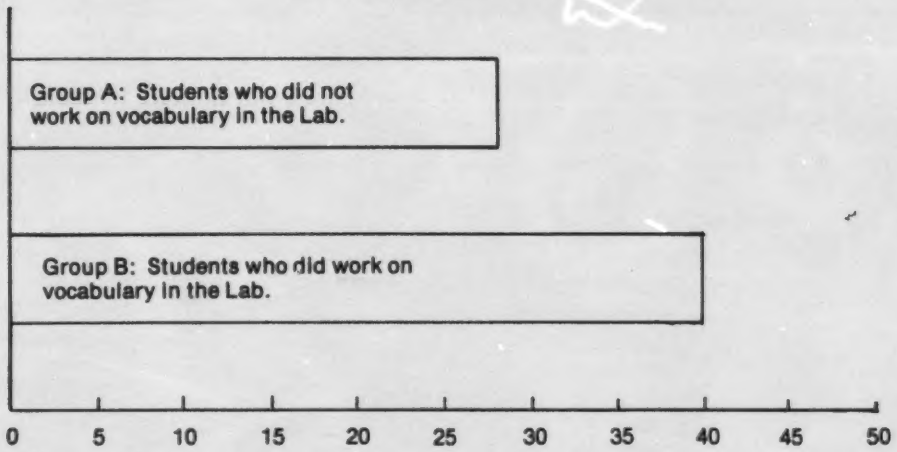
When averaged, CAMP student grade scores were only slightly below those for the total freshman student body at Adams State College. CAMP student scores averaged 2.3 while the total freshman score averaged 2.5, for a .2 difference over an eight year period of time.

Table VI
Average Credit Hours Completed Per Semester

1972-73	13.3
1973-74	11.9
1974-75	13.2
1975-76	12.8
1976-77	12.5
1977-78	13.7
1978-79	13.9
1979-80	13.9

EIGHT-YEAR AVERAGE: 13.5 HOURS

Table IV
Progress of Students Working on Vocabulary Development in the C-A-M-P Academic Skills Lab



PERCENTAGE OF IMPROVEMENT AS INDICATED BY PRE- AND POST-TESTS.

C-A-M-P Family Statistics 1972-1980

Table VII
1976-1980 Income and Distribution of Income Table

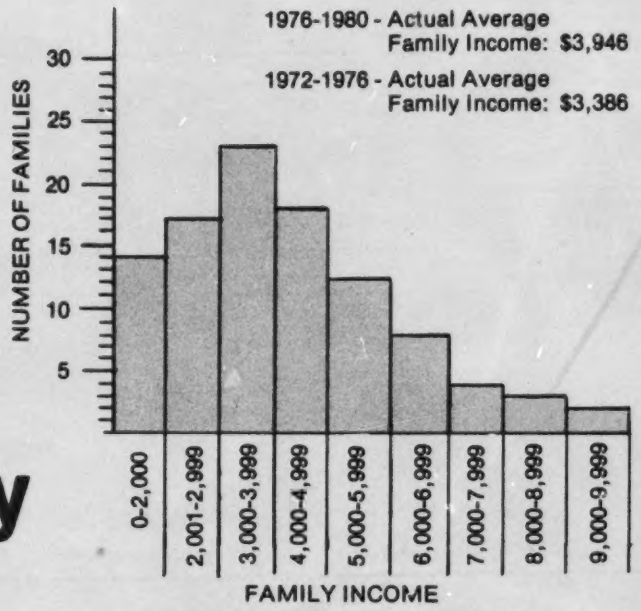


Table based on random sample of 100 families from 4-year period.

The average yearly income for C.A.M.P. families is $3,946.

Family size is: 5.07.

Table V shows a samplying of the distributicn of income. Seventy percent of the families earn between $2,000 and $5,000 yearly with the highest number of familes (23%) earning $3,000 to $4,000.

The average increase in family income during the second four years (1976-1980) is $586 or 15 percent from that earned during the first four years (1972-1976), where the average yearly income was $3,386.

The family size for the second four years has remained approximately the same, decreasing by 0.13.

A View of the Farmworkers' Plight

The Christian Science Monitor reports in its May 4, 1979 issue that "the average U.S. family must earn almost double its 1970 pretax income to maintain the same standard of living according to the conference board."

A look at the average farmworker family income during the last eight years reveals an income figure of $3,666 average per year, which compares unfavorably with the national per capita income of $8,650 for the first six months of 1979 as reported by the *New York Times*, July 20, 1979.

"For migrant hands: self-help or welfare lines?" ---The Christian Science Monitor, Jan. 4, 1979.

Government subsidies in the form of health and housing benefits and food stamps undoubtedly contribute to increase income earned by farmworker families. Yet, Robert M. Press, Staff Correspondent for the *Christian Science Monitor*, said of migrant farmworkers on January 4, 1979, that these may already use food stamps, but most are reluctant to receive welfare.

Drastic cut-backs in federal aid to Community Health Centers will certainly have an impact on the overextended financial resources of farmworker families.

In the same issue of the *Monitor*, Press observes that "Now, increasing mechanization, rising imports of foreign produce, and the flow of illegal aliens are reducing jobs available for American migrants."

Even those who doubt that mechanization will oust more migrants from farm jobs are concerned that relatively little is being done to help educate and train migrants for better paying jobs.

"Mechanization of farmwork results in fewer jobs, deeper poverty, more militancy among migrants" ---The Christian Science Monitor, Jan. 4, 1979.

"Massive infusion" of education and job training funds is needed from the federal government to ameliorate the effects of the situation that Mr. Press predicts when he reports that "Over the next five years some 60 to 70 percent of the jobs for migrants will be lost to mechanization."

Geographic and Ethnic Origins

An overwhelming majority of the C-A-M-P students are from a six-county area in the San Luis Valley. However, out-of-state recruiting efforts in 1979 produced 17% increment from out-of-state.

Tables IX and X illustrate the ethnicity and geographic origins of the recruited C-A-M-P student body over the last eight years. The group that dominates the tables is that of the Mexican-American, who composes a substantial segment of the seasonal farmworker force in the San Luis Valley (Table X).

. . . San Luis Valley, home to large Mexican-American population and oldest settlement in Colorado . . . largest common in nation.

The San Luis Valley, an arid mountain valley in Southern Colorado, has a mean elevation of 7,500 feet and is home to a large Mexican-American population. Chicanos, which C-A-M-P serves, constitutes 50 percent of the Valley's six county population. It is one of the largest such valleys in the world and before the time that Europeans arrived it was a summer home to the Utah (The Ute). The Navajo Trail bisects the Valley.

. . . C-A-M-P serves most underdeveloped counties in the nation.

This Alpine Valley was settled by Spanish speaking settlers from Northern New Mexico. Costilla County's population is 81% Chicano. The town of San Luis, situated in Costilla County, is the oldest in the State. Costilla County boasts the oldest appropriated water rights in Colorado, and the largest common in the nation (633 acres). The oldest church in Colorado is found in Conejos County.

Table IX
Ethnic Table

Table X (a)
Student Geographical Origin

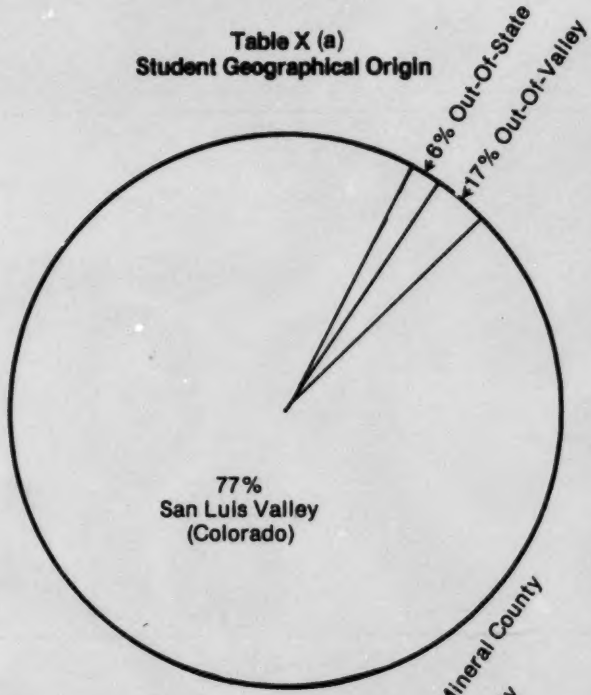
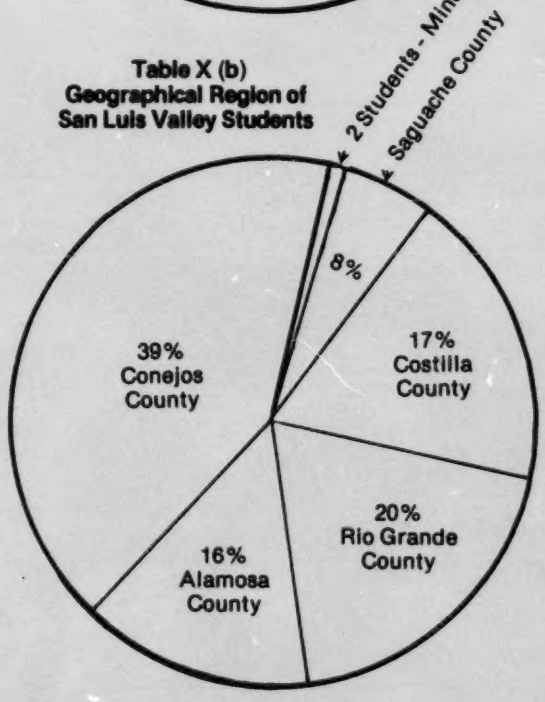


Table X (b)
Geographical Region of San Luis Valley Students



. . . 1978 unemployment rate in Costilla County - 14.1%; in Conejos County - 9.7%.

Costilla and Conejos Counties are among the most under-developed in the Nation and unemployment rates in 1978 were 14.1 per cent for Costilla and 9.7 for Conejos. Income is primarily from agriculture, and in the two counties a large portion of land has become anti-economical as farms have been divided over the years until they have become postage-stamp in size.

Seasonal farmwork in the San Luis Valley is performed in the lettuce, carrot, spinach and potato fields. The Valley produces alfalfa, hay and grains. It has a cattle industry and a limited lumber economy.

"Welcome to Washington, Shirley M. Hufstedler,

Our Children Are Counting On You!"

--- Cynthia Parsons,
Education Editor, Christian Science Monitor

The phrase of welcome by Cynthia Parsons seems very appropriate as we welcome Shirley M. Hufstedler's assumption of the cabinet level position as Secretary of the newly created U.S. Department of Education.

Indeed, the appointment of Dr. Hufstedler is seen by many as a refreshing change that will foster objectivity when addressing traditional problems in education. Perhaps Secretary Hufstedler said it more aptly in the *American Education Journal* (January/February 1980): "In some respects there may even be advantages to standing a little apart from the educational matrix. It gives one a certain perspective, makes it somewhat easier to see problems and policies objectively. After all, a Secretary of Education is needed primarily to provide leadership on national issues -- not to duplicate the functions and expertise of other educators. As a member of the President's Cabinet, I'll be of greatest service to education by advocating the interests of schools and colleges in all major policy decisions."

There is no doubt that the American school system provides a model that is admired the world over in spite of shortcomings. This decade of the eighties has the potentiality of becoming an era of innovative approaches to problems that have discomfited the educational system. Some benefit will surely be derived from having these challenges viewed in a different light.

Certainly, the commitment to espouse new approaches seems to emanate from the new Secretary, and she is unalterably committed to building the new Department of Education into a lasting organization, based on sound principles and traditions that will be its strength in future effectiveness and development.

Shirley M. Hufstedler

Secretary Hufstedler very accurately diagnoses where a lack of strength lies when she says, "All kinds of groups have been fighting over children and not necessarily for them." One of our country's strengths lie, she says, "In an enormous reservoir of talent and goodwill in this country that could be harnessed at all levels to aid education."

It is gratifying to read of the optimism that accompanies Mrs. Hufstedler's appointment. Harold Howe II, former U.S. Commissioner of Education, in the *Phi Delta Kappan* (March 1980), admires her "incisive mind, her deep interest in the job at hand, her capacity to master new subjects and make sense of them, and her dedication to advancing the dream of equal opportunity in American education."

There is little doubt that Dr. Hufstedler's appointment should be viewed in the most favorable circumstance possible. In spite of the gloom and doom of past years, the educational system has provided America with achievements in all areas that our nation can be proud of. To dwell on the negative is to overlook the great potential that the new Secretary, as a Cabinet member, can exercise in performance of her duties. In Mr. Howe's words, "Now that we have a Cabinet department and a new able Secretary to run it, that job may at last get done properly."

As an eminent federal appellate jurist, Secretary Hufstedler's expertise will bring great sensitivity to Washington about national problems that relate to such sensitive issues as school busing. Her reply to a question on this subject was, "I believe in the constitution."

"President Carter," wrote the *Wilson Library Bulletin* (April 1980), "went to find a strong 'creative thinker' to serve as the first Secretary of Education." He found Shirley M. Hufstedler, "whose sensitivity to minority needs is combined with a civil libertarian spirit." This last observation was reiterated by the Secretary in the May 1980 edition of *American Education* when she said, "The Education Department segment of the program would be targeted to help our most economically and educationally disadvantaged junior and senior high school age youths."

The College Assistance Migrant Program *indeed* welcomes Secretary Shirley M. Hufstedler to Washington! Our children are *indeed* counting on *you!*

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Cost Analysis and Numbers Served . . .

The C-A-M-P, through federal funding, has provided financial and academic support to farmworker students at Adams State College since 1972. The C-A-M-P, through its Summer Enrichment Program, exposes farmworker youths to a variety of college adjustment survival classes as well as sensitizing them to the field of academics. Approximately five hours of college credit are earned during the summer session. These are applied toward the total hours necessary to graduate.

The total average cost per student over the eight year period is $1,208.00. The grant from C-A-M-P represents 21.4 per cent of the total financial aid packet for these students during the freshman year.

All students recruited during the last eight years received grants. In addition, these students have been provided supportive services in the areas of academics, counseling, and placement. The total cost for each student reflects stipend and supportive service costs during the academic year.

In its recruitment effort, the program provides the communities with services by exposing high school students not eligible for the program to the advantages of acquiring an education at Adams State College Informational resources are available to non-program students on an availability basis. The C-A-M-P is a well-known academic resource throughout the service area.

. . . eight year average cost for each student is $1,208.00

Table XI
C-A-M-P Cost Analysis

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	TOTAL
Administration	32,788	41,942	47,504	44,452	45,818	48,022	52,596	58,624	$371,746
Training	37,032	78,616	116,293	101,848	116,665	118,895	131,585	141,906	$842,840
Service	44,853	73,856	51,677	63,400	63,135	65,898	85,505	105,044	$553,368
Total Cost	114,673	194,414	215,474	209,700	225,618	232,815	269,686	305,574	$1,767,954
Students Served	213	194	202	210	178	139	157	170	1,463
Cost Per Student	$538	$1,002	$1.067	$999	$1,268	$1,675	$1,718	$1,798	$1,208 Average

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Herman A. Martinez

. . . Many years ago in the little village of Los Sauces (the Willows), which is scattered pell-mell on the west bank of the Rio Grande in the San Luis Valley, a little five-year old boy galloped his willow horse.

Herman Martinez: Concerned about failure to provide for farmworker youth . . . full potential for social change not addressed.

Like many such boys, Herman Martinez' background was farmworker based. In spite of the propensity of farmworker youth to follow the parents to the fields, however, he opted to finish high school and go to college. In college he was struck by the overwhelming hardship with academics that farmworkers were confronted with. Even a rudimentary task such as constructive study was often an insurmountable problem. "It was the blind leading the blind," he says, "and to this day I don't know how I survived the first year."

That was the era of the sixties, and since his freshman year, Herman has had a strong desire to promote the cultural folkloric heritage of the farmworkers in the San Luis Valley. He did this by organizing artistic student groups through the traditional clubs at Adams State College. Over the years his involvement with C-A-M-P students has produced more culturally related presentations at Adams State College than any other group. This artistic enterprise has resulted in exposure of the college to the farmworker community and has been a positive factor in educating farmworker families, with little experience in academics, to the positive aspects of educational benefits to be derived from college.

The Director

As he raced his wooden charger, his bare feet sent up little clouds of dust into the hot summer afternoon as he urged his supple steed to the top of the small knoll where he would search the horizon for his parents to come home from the fields.

In 1972, Dr. Arnold Chavez had initiated research into the possibilities of assisting adults in acquiring a basic education through G.E.D. A Ford Foundation internship in the Juarez-Lincoln Center in Austin, Texas, planted the seed for what was to become the drive to recruit farmworkers to college. Mr. Martinez says: "Arnold Chavez deserves credit for creating the momentum and effort that made C-A-M-P possible at Adams State College. He gave substance to an idea which was supported by his excellent administrative and negotiating capabilities."

During the summer of 1972, Herman Martinez was busy coordinating the efforts that would bring the first 100 migrant and seasonal farmworkers to Adams State College. "It was an exciting time," he recalls. He became Assistant Director when Dr. Chavez' idea was funded by the Office of Economic Opportunity. The program was transferred to the Department of Labor in 1973.

In 1975, Herman Martinez assumed the directorship of C-A-M-P. The components for serving farmworker students continue to facilitate student exposure to the college experience, and continue to provide the necessary supportive assistance. The unique elements of the program continue to be vital when exposing farmworkers to the academic and related requirements of a post-secondary education.

Said Mr. Martinez, "Farmworker students continue to be plagued by the deficiencies of an educational system that fails to provide for these youths." Indeed, "If farmwork continues to mechanize, there is a serious employment problem in the making for farmworker youth."

The College Assistance Migrant Program, Mr. Martinez feels, is a proven instrument that should be utilized to bring about social change. At times C-A-M-P seemed to be a token offering, and he feels that the full potential for positive social change affecting farmworker youth has not been addressed to the best advantage by funding agencies.

With the transfer of C-A-M-P in early 1980 to the Department of Education, he has expectations that the great potential of the program will be recognized, expanded, and that similar programs will be implemented to fulfill the expectations of disadvantaged farmworkers.

Herman Martinez, earlier this year, was elected president of the National Association of High School Equivalency Programs (HEP) and College Assistance Migrant Programs (C-A-M-P). These programs are now administered by the Office of Migrant Education on seventeen college and university campuses throughout the nation and Puerto Rico.

Rosalie Vigna

1973 C-A-M-P Student

Rosalie Vigna to be San Luis Valley Associate Public Defender

Rosalie Vigna is a success story. Her farm roots are based in the farming community of Pryor, Colorado, where her father was a small farmer. She was recruited to the College Assistance Migrant Program in 1973. A highly sensitive individual of Italian parentage, Rosalie says that the pride that she developed in her cultural background was one of the important achievements during that first year.

During the second year at college Rosalie was a tutor for the College Assistance Migrant Program and found this experience to be "very rewarding." During this time she was concerned about the academic problems that farmworkers had. As a tutor in the area of mathematics she developed an awareness of "What an inadequate education many in our society receive, a reality that the ALMA program (C-A-M-P) was attempting to deal with."

She also tutored Vietnamese refugees at this time, and this exposed her to the "cruelty of war."

. . . an inadequate education many in our society receive, a reality that C-A-M-P attempts to deal with.

At this time Rosalie is enrolled at the University of Colorado studying for the Colorado Bar Examination. Once she passes the Bar she will return to the San Luis Valley as the Associate Public Defender. About the Valley and its people, Rosalie says, "I love the San Luis Valley and its people and I am very excited about working in the Valley and serving the people that gave so much to me."

A determination to succeed was Rosalie's incentive although she admits that she had a "difficult time academically in law school." She feels that the factors in her life which caused her to succeed were in part the ALMA program, the quality education that she received at Adams State College, and mostly the support that she received from her family. "Especially my father," she says.

. . . "take advantage of every aspect of the ALMA program, use the program to improve yourself -- use it as a stepping stone to achieve your goals, whatever they may be, but in doing so always remember who you are and where you came from."

Her advice to C-A-M-P students is to "take advantage of every aspect of the ALMA program, use the program to improve yourself – use it as a stepping stone to achieve your goals, whatever they may be, but in doing so always remember who you are and where you come from."

Rosalie Vigna's wish to return and serve the people in the Valley is an example of the goals that C-A-M-P fosters in its students. It illustrates the effect of the acquisition of a positive self-concept, which may lead to a commitment to assist those less fortunate. Her long-range goal is "to remain in the Public Defenders program for many years," and it is a testament to values that she acquired during the course of an eight-year academic commitment in which C-A-M-P, she acknowledges, played a significant role.

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BUSQUEN

Busquen La Verdad
Y Aunque Encuentren Sólo La Mitad
Cerca Encontrarán La Paz
Necesaria Para Combatir
La Mentira.

Busquen La Justicia
Y Aunque La Encuentren
Atada A La Malicia
Cerca Encontrarán
El Significado
De Lo Que Es Clemencia.

Busquen La Inocencia
Y Aunque La Encuentren
Envuelta En Un Pecado
De Seda Fina

Mas Delantito

Estará Una Caricia
Que Una Abuela Le Hace Al Niño

Busquen La Humildad
Y Aunque La Encuentren
Enpolvada Y Falsa
Mas Adelante
Encontrarán
El Verdadero Valor Humano.

Busquen Amor
Y Ahí Estará Todo Lo Demas
Ahí Termina Nuestro Camino
Hacia Lo Divino.

In 1980, the well-known Chicano poet, Abelardo Delgado, while on the plane to Alamosa, composed this poem as a special message to ALMA students at the banquet celebrating the completion of the freshman year.

SEARCH*

Search for Truth
And Though You Find Only The Half
Nearby, You Will Find a Peaceful Path
To Fight the Fiction.

Search for Justice
And Though You Find It Embraced By Malice
Nearby, You Will Find The Secret
To The Meaning of Compassion.

Search for Innocence
And Though You Find It Enveloped By Iniquity
As Fine As Silk.

Further Along

A Soft Caress
By A Gentle Granny To A Child.

Search for Humility
And Though You Find It Encased In Soiled Mendaciousness
Nearby, You Will Find The Way
To A True Sense of Human Values.

Search for Love
And There You Will Find the Conclusion
Of All That Was, That Is, That Will Be,
To The Termination Of A Road So Fine
To That Which Is Divine.

*Translation by Maclovio C. Martinez

A Tandem Situation

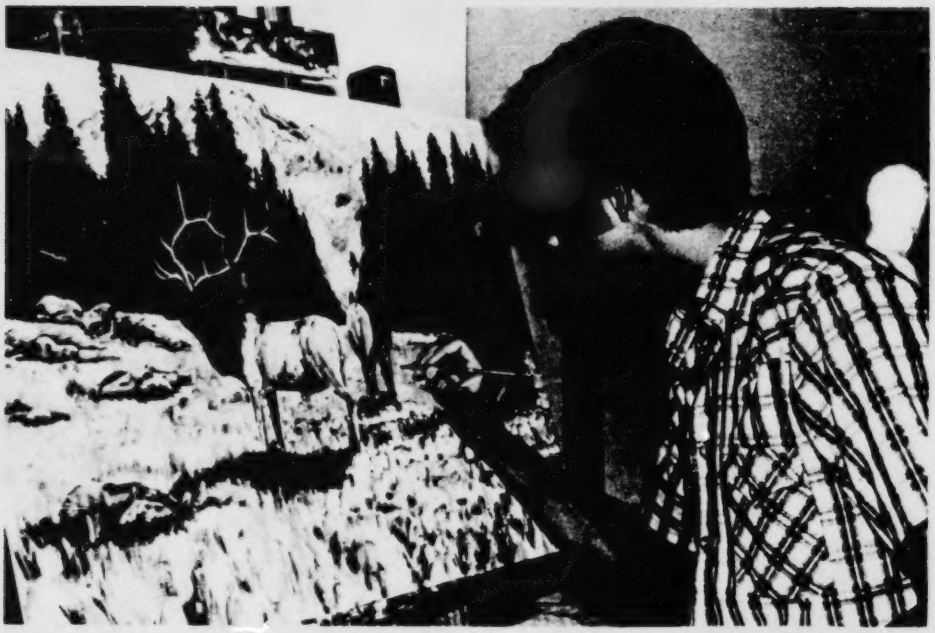
Shrinking resources and higher costs pull disadvantaged on downward economic and social spiral.

Based on comparative studies between the first four years and the second four years, the income of farmworker families served by C-A-M-P has increased by 15 per cent to $3,946. However, subsidized income such as food stamps, welfare and disability payments are not addressed here. This earned family income reflects a substantial discrepancy when compared to the median income for Colorado which is $14,000 and to that of the San Luis Valley which is $9,000.

. . . earnings of farmworker family up 15% over four year period . . . 100% increase necessary to maintain standard of living.

Farmworkers should now earn twice the amount that they earned before 1970 to maintain the same standard of living. This is based on studies by the Conference Board and reported by the *Christian Science Monitor* on May 4, 1979. At present hourly minimum wages, which farmworkers are normally paid, a farmworker will earn $6,448 for the year. Seasonal farmworkers that do not migrate will earn less.

. . . fewer resources for farmworker education in the 80's.



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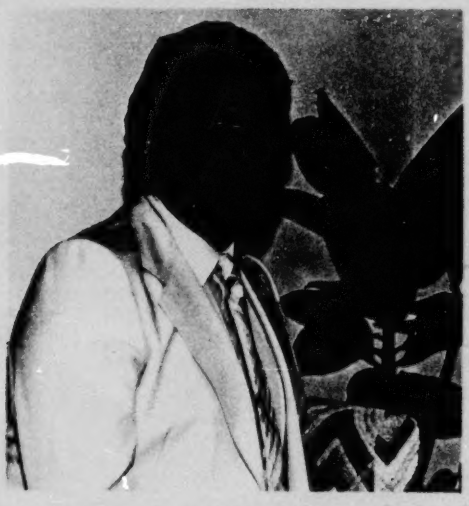
. . . deteriorating seasonal farmworker situation poses possibilities of serious social problems.

The College Entrance Examination Board reported in 1979 an 8.5 per cent increase in costs for public four year institutions of higher learning. This increase means that the 1979-80 academic year at such an institution costs the average student $3,578. It seems reasonable to expect a similar increase for 1980-81.

The problem of disadvantaged students from farmworker background seems clear. In the decade of the eighties, migrant and seasonal farmworkers will have fewer resources for acquisition of a college education. The shrinking job opportunities in a mechanized farm economy should further deteriorate the situation expanding the possibilities of serious social problems as displacement of farmlabor increases in scope.



Arnold Salazar

The long summer days arrived in the high fertile valley like long rows of crisp lettuce plants. The mornings: brisk enough to wear a long sleeved shirt. This would later be discarded on the nearest sagebrush clump closest to the bank of a favorite fishing hole on the swift-flowing, ice-cold, crystal-clear creek.

1974 C-A-M-P Student

Arnold Salazar: Program Director for the San Luis Valley Mental Health Center

An almost pastoral isolation where children are insulated from the realities of the fast-moving world is one of the problems faced by farmworker youth, says Arnold Salazar, whose childhood in the San Luis Valley was not unlike that of the lad above.

Having lived all his life in Costilla County, Arnold feels that his early exposure to field work was a determining factor in his decision to pursue an alternative to farmwork. "It was hard work," he recalls, "and this provided me with an incentive to go to school." In fact, Mr. Salazar's conviction about the merits of an education were so strong that once in college he earned his degree in three years. "I knew that I wanted something different," he says, "whether vocational training, or academics. I guess I was influenced by Chicano public officials and a county judge who seemed the ideal in my role seeking mind." Because of this, Arnold Salazar was instantly receptive when the C-A-M-P recruiter approached him at El Patio Inn in San Luis, Colorado, in 1973.

. . . isolation and insulation, problems faced by farmworker youth.

Arnold Salazar attended graduate school at the University of Michigan and graduated in 1978 with a Master's degree in social work. He was hired by the San Luis Valley Mental Health Center in 1979 as a team leader and a year later was promoted to Program Director of a six-county area.

Says Dr. Luis Medina, San Luis Valley Mental Health Center Director, "Arnold Salazar impressed me with the theoretical background in management that he brought. He is a very bright young man who can quickly integrate information and translate this into action." He added: "He articulates very well and has extremely good writing skills."

For hours on end, the young lad would lazily brush flies while casting his willow fishing rod, slowly adding to the day's catch as he waited for his father's whistle that signaled the end of the twelve-hour irrigating day in the nearby spinach fields.

Dr. Medina, a proponent of developing community resources, strongly endorses and promotes the idea of developing minority manpower resources from the community to the fullest because in the future "These are the bright young people that will develop the expertise to efficiently manage these programs, not only on a local level, but also on a state and national level."

. . . accept the challenge . . . use C-A-M-P as a waterhole.

Arnold raises an interesting point when he says, "Every freshman that enters college is in conflict with the educating institution." In his view, this conflict is more pronounced and greater difficulties arise when the students are Chicano. Figuratively, he sees C-A-M-P as a "watering hole" where they can be academically and spiritually refreshed to meet the challenges of the educational system. He also sees it as a possibly restrictive "anchor" should students become overly dependent on the program.

About his relationship with C-A-M-P, Arnold says, "My experience while in the ALMA program was one that helped me to participate in college while not forcing me to change my values. The ALMA program in this sense helped me to build on the cultural strengths that I brought to college."

"My advice to ALMA students," he said, "is to take every opportunity that allows them to be leaders and once they accept this challenge to pursue it vigorously. In your college experience use the ALMA program as a watering hole and not as an anchor," he ended.

Arnold Salazar's decision to rise and meet his own challenge is the epitome of the response that C-A-M-P strives to cultivate in farmworker students.

C-A-M-P Graduates

The study reveals encouraging results when compared with national stastics for Hispanics graduating from post-secondary institutions.

Graduation rates for Hispanics from colleges and universities in the nation continue to be less than satisfactory. *The Western Interstate Commission for Higher Education* (*WICHE*) for 1975-76 (1980 edition), states that "While Hispanics are the largest minority group in the West, they are the most underrepresented in enrollment in higher education's institutions in the region."

Every year, C-A-M-P graduates account for 17 of those degrees granted to Hispanics at Adams State College. These graduates were recruited by C.A.M.P. and supported during the freshman year. It is assumed that had they not been recruited by C.A.M.P., these graduates would not have pursued a college education.

For comparison purposes consider these students ALMA graduates and consider the role that ALMA exercises as that of an interested instrument in providing the support necessary to encourage these students to graduate. Consider also every college and university in the nation as an interested instrument in providing the support necessary to graduate the same target group.

We find nationally that colleges and universities graduate an average of 11 Hispanic students irrespective of family background. Regionally, institutions of higher learning graduated 24 Hispanic students. In Colorado the average Hispanic graduates from colleges and universities was 26.

Translated to percentages, we find that CAMP graduates compose, (on the average), 30 per cent of every graduating group of Hispanic students at Adams State College.

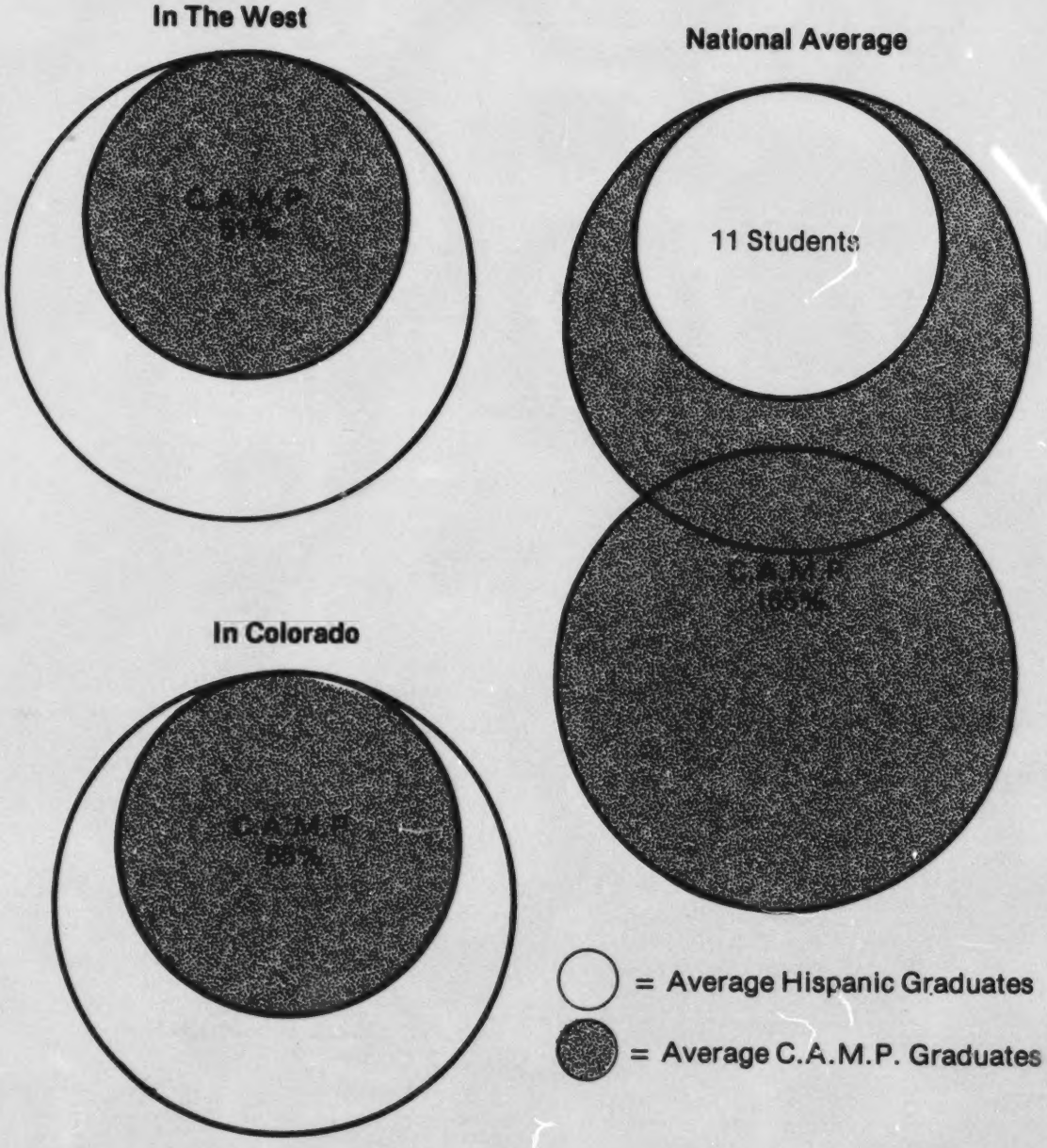
Similarly, ALMA graduates compare favorably with results on a national level as follows: (See also Table XII)

Area	Graduates: Each Institution	vs.	ALMA
Colorado	26		17 (65%)
Region-wide	24		17 (51%)
Nationally	11		17 (165%)

The comparisons reinforce the observation by *The Western Interstate Commission for Higher Education*. Colleges and universities have failed to provide the necessary programs and commitment to recruit and retain Hispanos in general and more specifically those from migrant backgrounds.

Former C-A-M-P students earning Master of Arts degrees total 15. C-A-M-P has contributed in the acquisition of these graduate degrees by supporting these students through graduate assistantships. Since BEOG and other financial aid sources do not provide financial assistance at the graduate level, it is doubtful that these students would have earned these graduate degrees otherwise.

Table XII
C-A-M-P Students as a Percentage of a Given Hispanic Graduating Class



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C-A-M-P Staff

Staff expertise and sensitivity - a factor in high retention of students during freshman year.

The C-A-M-P staff may be considered experienced as a result of its academic expertise and the experience that has been acquired in the normal operation of the program. Average staff time with the program is 4 years.

Present staff skills reflect a variety of academic areas that complement the fields of study that farmworker students will be exposed to when enrolled at Adams State College. These prerequisites are important because of the close relationship that exists between the students and staff.

Farmworker needs have a tendency to vary and to overlap, and academic success depends on peer and parental support as well as other factors. Farmworker students, however, rely heavily on the first two. The staff must be sensitive to these needs and be prepared to deal appropriately with different situations as they develop. A diversity of expertise is a necessity for efficient program performance. Indeed, an encounter for the purpose of counseling may evolve into a tutoring situation, or the reverse.

The Staff

HERMAN A. MARTINEZ
Executive Director
M.Ed. - Antioch University, Educational Administration;
BA - Adams State College, Secondary Education

PLACIDO GOMEZ
Associate Director
Post MA - Adams State College, Chemistry and Biology
MA - Adams State College, Guidance and Counseling
BA - Adams State College, Elementary Education

MICHAEL SHRIBER
Academic Skills Lab Director
Post Ph.D. - Ball State University, Linguistics
Ph.D. - University of California-Berkley, American Literature
MA - University of California-Berkley, American Literature
BA - Yale University, American Studies

FREDDIE JACQUEZ
Counseling Center Director
MA - Adams State College, Guidance and Counseling;
BA - Adams State College, Chicano Studies and Psychology

DONALD SALAZAR
Admissions Counselor
MS - University of Wisconsin-Whitewater, Guidance and Counseling
BA - Adams State College, Government

ROGELIO BRIONES LOPEZ
Tutoring Center Director
MA - Adams State College, Art
BA - Adams State College, Elementary Education and Art

MACLOVIO C. MARTINEZ
Placement Counselor
MA - Adams State College, Guidance and Counseling
BA - Adams State College, Business and Spanish

PATRICIA JIRON
Administrative Clerk-Typist

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Arnold Chavez

Dr. Arnold Chavez

"His vision and organizational skill established ALMA and nurtured it during the dramatic early years."

Herman A. Martinez

Arnold Chavez was born in Alamosa, the commercial center of the San Luis Valley. He graduated from Alamosa High School, earned a B.A. and an M.A. from Adams State College, earned a second M.A. from Antioch College, and his Ed.D. from the University of Northern Colorado.

When asked about the idea for C.A.M.P., Dr. Chavez says that his concern was stirred by "seeing Chicano children with no motivational counseling and no role models to emulate." This prompted him to help high school farmworker students by taking tutors to the different communities in the Valley to prepare these students for college. His effort was possible only because he was supported by a combination of sources which included the Colorado Migrant Council, work-study students from the college, and Adams State College's donation of transportation, which allowed the group to travel to outlying communities. Soon after this, C.A.M.P. was funded by the Office of Economic Opportunity, and he became its first executive director in 1972.

Dr. Chavez recalls that he was compelled to marshall as many resources as he was able in order to survive because, he says, "In the initial stage of our tutoring program, funding was only sufficient to assure that the program would die."

His dedication to La Familia concept was perhaps the strongest bond that wedded the students and program. It was instrumental in providing the program with the credibility that was necessary to deal with migrant and seasonal farmworker families where traditional strong family ties, parentalism, and personal relations are highly stressed and valued.

While at Adams State College, Dr. Chavez was a strong promoter of Chicano Studies and he pursued his doctoral degree in this area. Upon his departure from Adams State, he assumed the Chair of Chicano Studies, Acting, at Metropolitan State College in Denver.

Today, Dr. Chavez is Vice-President of the Advancement Training Center in northern California and also Vice-President of BRAVO Sales, Inc., a manufacturing organization. As Vice-President of the vocational training center, he is once again involved in a task that he does very well indeed: providing those services that will furnish alternatives to disadvantaged youth.

A Challenge Realized ●●●●

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